

## Writing through the Social Studies

Studying history and the social sciences offers you a unique opportunity for inquiry. With an open mind, you will discover evidence about a wide array of important questions of the human experience. You will grapple with complex historical questions, critically analyze historical information, draw your own informed conclusions from evidence, and express your views in a cogent, supported, and well-reasoned way. Writing is one of the many ways we pursue these ends, and we find it crucial to supporting so many skills you seek to improve upon. Embrace this challenge. We know how difficult the writing process can be, and we will support you with honest feedback and grades along the way. The feedback and grades may, at times, be difficult to accept. Yet be heartened to know that with careful attention to the instruction in this guide and to the feedback received on your work, your writing skills will improve.

Wellesley High School Social Studies Department 2012-2013

Mike Reidy, Department Head  
Crystal Bartels  
Aimee Bel  
Lauren Berenson  
John Burns  
Stephanie Cacace  
Jennifer Despo  
Kyle Getz  
Emily Gordon  
Britta Hiester  
Jackie Katz  
Drew Kelton  
Alice Liao  
Mike McConomy  
Andrea Plasko  
Emily Shapero  
Jonathan Simon

## Social Studies Department Writing Goals

**Goal: Graduating seniors should be able to comprehend, interpret, and critique Social Studies material, synthesize it into their respective and independent views, and express their thinking in a clearly written and logically organized manner.**

**In order to reach the above goal, the following writing skills will be emphasized in each grade:**

### Grade 9

Students will be able to:

- refine the writing of historical paragraphs
- create an introduction that identifies the direction of the essay
- identify and create a thesis statement
- title all papers to reflect the thesis
- effectively use supporting evidence
- write a conclusion, avoiding the introduction of new material
- focus on the “so what?” and “why is this important?”
- compose a clearly written and well structured five-paragraph essay

### Grade 10

Students will be able to:

- understand appropriate use of citations
  - quotations should complement but not carry the argument
  - quotations must be explained and placed within context
  - information that is paraphrased
  - factual details not commonly known
- demonstrate how to cite
  - expand research skills using primary sources, secondary sources, and internet sites
  - the use of note cards
  - using the appropriate and consistent citation format
  - the original source of a quotation located within a secondary source
- become familiar with a variety of historical sources
- evaluate and integrate historical sources to strengthen the argument

### Grade 11

Students will be able to:

- write a scholarly research paper

### Grade 12

Students will be able to:

- maintain and develop departmental skills and standards through papers and projects in elective courses at all levels

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# Maintaining Academic Integrity

“Honesty is perhaps the most important virtue with respect to a student's academic work. Students' integrity and credibility are based on this honesty, which is one of the foundations of this school community. Wellesley High School students are expected to understand that dishonesty on exams, papers, and homework is a form of fraud and a very serious matter. Students are expected to avoid all forms of cheating, including practices that allow others to cheat from them. It is unfair to the students who earn their marks with hard work; it undermines the integrity of grades; it destroys trust between teachers and students; it is unacceptable.”<sup>1</sup>

As part of this emphasis on Academic Integrity, your teachers will often require you to submit written assignments and projects with a signed copy of the following Honor Code Statement:

*I certify that this paper/project is my own work, and I have cited any and all useful sources as necessary.*

Keep in mind that this expectation of honesty extents to all of your work at Wellesley High School. **Copying papers, projects, or homework is cheating.** It is unacceptable to include text authored by you that you have previously submitted for other papers, projects, etc. In addition, it is not acceptable to work with other students on homework or projects unless your teacher has expressly indicated that such practice is acceptable.

<sup>1</sup> Wellesley High School, *Wellesley High School Student Handbook* (Wellesley, MA: Wellesley Public Schools, 2008), 70.

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# Plagiarism

“Plagiarism - knowingly representing the words or ideas of another as one's own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.”<sup>2</sup>

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.<sup>3</sup>

“In keeping with the responsibility of the school to teach standards of scholarly work generally accepted in colleges and to promote the integrity of its students, plagiarism is regarded as a most serious matter and will be handled as a form of cheating.”<sup>4</sup>

To avoid plagiarism, you must fully and clearly state the extent and nature of your borrowing from any source. If you do not understand what plagiarism is or how to properly cite material, check with your teacher.

## Whether intentional or not, plagiarism is unacceptable.

Examples of plagiarism include **but are not limited to**:

- work not actually written by you. This includes using the exact words of a source without quotation marks even if you footnote or otherwise cite a source. It also includes cutting and pasting from any source, including an electronic source, without full and correct citation of that source.
- work in which you have incorporated as your own feedback you receive from others.
- ideas taken from books, magazines, television, films or any other sources that you present as original work.
- data that is not the result of you or your group's actual experimentation/analysis.
- ideas taken or copied from Cliffs Notes, SparkNotes or similar sources.
- thoughts, information, interpretations or organization of ideas without proper citation.
- sentences and paragraphs of borrowed material paraphrased by just changing a few words or rearranging sentences.
- work in which you have not sufficiently disrupted the structure of the original source. (This is why it's important to write one piece of information on each note card and to intersperse facts and ideas from different sources in your writing.)

<sup>2</sup> [University of Massachusetts, Dean of Students Office: Academic Honesty \(2006\),  
http://www.umass.edu/dean\\_students/code\\_conduct/acad\\_honest.htm](http://www.umass.edu/dean_students/code_conduct/acad_honest.htm) (accessed June 18, 2007).

<sup>3</sup> [Boston College, Academic Policies and Procedures: Academic Integrity, \(September 21, 2006\),  
http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity) (accessed June 18, 2007).

<sup>4</sup> Wellesley High School, *Wellesley High School Student Handbook*, 71.

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## Paragraph Development

Paragraphs are the building blocks of the writing we do in Social Studies.

“Consider first the importance of paragraphs. When you share information with your friends, you naturally include a beginning, middle, and an end; and you do so without thinking much about it. You begin by identifying what it is you’re going to talk about and getting your friends interested in it (*Guess what?...*). You continue in the middle part by filling in all of the important details (*And then...*). And you end by carefully putting the finishing touches on your story (*Finally, I...*).

It’s a little different when you share something in writing. Much more thinking goes into how you will begin, how you will fill in the important details, and how you will end.”<sup>5</sup> There are several basic parts of all paragraphs: topic sentences, evidence, analysis, and transitions.

A paragraph should contain at least five sentences. The paragraph begins with a topic sentence. The remaining sentences contain your evidence and analysis, and the transitions that connect these different parts.

**The following is a breakdown of the parts of a paragraph:**

**1. Topic Sentences:** A topic sentence is the first sentence of your paragraph. It contains an **idea** – not a statement of fact – and tells the reader what the paragraph is about.

**Q.** Compare/contrast President Jackson and President Polk. You will need to discuss **two** characteristics when comparing **or** contrasting the two presidents.

**Examples:** (Taken from work that students wrote during an in-class assignment)

Needs Improvement – *Jackson and Polk are comparable in many ways.*

Proficient – *Jackson and Polk both were unethical presidents, and used different methods to do their jobs.*

Advanced - *Andrew Jackson and James Polk had similar ideas about personal and national progress that were displayed in their presidencies.*

**Explanation:** The *Advanced* example directly and narrowly answers the question by providing two specific areas of comparison between Jackson and Polk. This topic sentence shows the author’s idea — “*had similar ideas about personal and national progress*”— and tells the reader what the paragraph is about.

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<sup>5</sup> Patrick Sebranek, Verne Meyer, and Dave Kemper, *Write Source 2000*. (Wilmington, MA: D.C. Heath and Company, 1995),75.

**2. Evidence:** Evidence is fact. People, events, dates, statistics, and policies are examples of evidence – think of your key terms. Some evidence will support your arguments better than other evidence. Also remember that not all evidence you encounter will be reliable — you have to use your judgment. The evidence you choose must support your topic sentence. It must be accurate. It must be specific. **Your OPINION is NOT evidence.**

**Examples:**

Needs Improvement – Jackson and Polk are comparable in many ways. *One way to compare them, they both gained land during their presidency. Jackson gained control over the land in Georgia occupied by the Cherokee and Black Seminoles during the Indian removal act. Polk gained Texas and part of California during the Mexican American war. The other way you can compare them, they both kicked people out of their land. Jackson kicked the Indians out of their land. He moved them west of the Mississippi river. Polk kicked the Mexicans out in the Mexican American War.*

Proficient – Jackson and Polk both were unethical presidents, and used different methods to do their jobs. *Jackson kicked over 100,000 Indians from the Creek, Chickasaw, Choctaw, Cherokee, and Seminoles off of their land, to take it for “the good of the economy.” In the process, over 25% of Cherokees and Seminoles died. Causing death for wealth is very unethical. Also, using the spoils system, Jackson replaced many Republicans with loyal Democrats in the governments infrastructure. He also moved money from the federal bank to pet banks run by his supporters, transferring power to him and his party. His methods were blunt and forceful. . . . Polk was also unethical during the Mexican American War. He first acted friendly to Mexico, but actually caused the war by sending the army into disputed territory in Texas. His methods were far stealthier than Jacksons, as he provoked the Mexicans by placing his troops on the border. He also garnered support from believers in Manifest Destiny with this stealth, claiming the Mexico started the war and gaining 50,000 volunteers.*

**Advanced-** Andrew Jackson and James Polk had similar ideas about personal and national progress that were displayed in their presidencies. *Both men showed restraint in using force to expand the country. Andrew Jackson signed the Indian Removal Act, allowing him to eventually move Indian groups living east of the Mississippi River west of the river. This land now in American hands helped southern farmers, but hurt Indian peoples. Polk fought the Mexican War to gain the territory of Northern Mexico so that the country could expand westward to the Pacific. Also, the idea of a self-made man was prevalent in both presidencies. Andrew Jackson was the first self-made man to become president. He had modest upbringings and became successful and wealthy, unlike his predecessors. During the Gold Rush in Polk's presidency. Many Americans became self-made by moving to California and getting rich. One can see, that although Polk and Jackson were not particularly similar men, their presidencies and actions had a lot in common.*

**Explanation:** The evidence in the Proficient and Advanced paragraphs is better because it is more specific than in the Needs Improvement paragraph: 100,000 Indians, Manifest Destiny, disputed territory in Texas, Mexican American War, Indian Removal Act, Gold Rush. Facts are presented about these and they relate to the topic sentence. A big problem in the Proficient paragraph the writer offers an opinion — “acted friendly” — without a factual example of how Polk acted friendly. OPINION is NOT evidence. Although both the proficient and the advanced paragraphs may seem similar, they are different in how the writers analyze the evidence to support their point.

**3. Analysis:** The analysis is your opportunity to tell the reader why **you** picked pieces of evidence to support your topic sentence. You need to ask yourself and answer the questions “So What?” and “Why is my argument so important?” Not only should analysis connect evidence to the topic sentence but it can also connect pieces of evidence to each other. Your analysis might include words and phrases such as although, unlike, whereas, consequently, these actions reflect, this event shows, and the previous examples illustrate. Analyses often contain adjectives and adverbs that show your opinion. Avoid using vague, general, and absolute words such as good, bad, a lot, huge, kind of, actually, very, always, never, greatest, worst, many, sometimes and maybe. Also avoid hypothetical and conditional claims: if...then, would have, could have.

**Explanation:** The author of the advanced paragraph clearly explains how the evidence relates to the topic sentence. In other words, the author answers the “So what?” question for the reader. For example, the author writes about the Indian Removal Act and how it moved Indians west of the Mississippi. The author then explains that by moving the Indians Jackson benefited southern farmers and hurt the Indians. This supports the author’s idea about national progress in the topic sentence.

**4. Transitions:** Transitions are single words or phrases that connect sentences in a paragraph. Transitions keep your focus on the main ideas of the paragraph. Transitions give your paragraph clarity and movement. In other words, think of your paragraph as connect-the-dot. Transitions help you connect the dots from beginning to end.

Some examples of transition words and phrases include: often, in addition, for example, in fact, ultimately, although, and however.



# Research Paper Process

## Steps 1 & 2: Brainstorm Area of Interest

- A. Junior Thesis Topics must have a United States history focus and events must not have occurred in the last twenty years.
- B. Think about what interests you and decide on an idea to investigate.  
*This will require you to do some preliminary research (perhaps in textbooks—check the table of contents, encyclopedias, ABC-Clío, Proquest, and other secondary sources).*
- C. Clarify the requirements of your assignment.

## Step 3: Background Research

- A. Be sure you can find enough resources on your topic. Return to Steps 1 and 2 if there are insufficient resources.
- B. Read background materials such as journals, textbooks, and magazines.  
*Make sure to create bibliography and research note cards*
- C. Ask questions: Who? What? Where? Why? When? How?
- D. Think of ways you can narrow your focus.

## Step 4: Be on the Hunt (for your Thesis Statement)

- A. Look for puzzles, problems, contradictions, and questions worth answering.
- B. In shaping your thesis topic, avoid the common pitfalls listed on the Tip Sheet for Selecting a Research Topic—see page 8.

## Step 5: Questions and Preliminary Bibliography

- A. Write 3-5 questions that would require complex and well-reasoned answers.
- B. Compile a bibliography of the books you used to arrive at these questions.

## Step 6: Narrow Your Topic

- A. Review and reflect.
- B. Seek feedback on your 3-5 questions (see step 5A).
- C. Identify the **one** question that will drive your research.  
*Make certain that there are enough resources available for your research—a lack or over-abundance of resources may mean you should pick a different question.*
- D. Time to focus! Gather more sources on your topic, including relevant primary sources and scholarly secondary sources.  
*Be sure to update your bibliography cards/entries*

## Step 7: Compile Notes

- A. Make note cards.
  - 1. Use note cards for important ideas and facts discovered in your research.
  - 2. Use a separate card for each idea or insight.
  - 3. Make certain to include on your card:
    - a. the topic or category
    - b. the source's identification code
    - c. the page number
  - 4. Write a summary of the information. Use your own words. This is a key step in avoiding plagiarism!
  - 5. Write direct quotations only if you think you may use the quotation in your essay and be sure to use quotation marks on the note card.
  - 6. Distinguish your own ideas from those you borrow (underline, highlight, make a symbol—be consistent).
- B. Keep a separate piece of paper or note cards to jot down insights, “ah-hah’s” and interesting points—these will help you develop a good thesis statement.
- C. Gather more sources on your topic.

**Step 8: Reframe Research Question**

**Step 9: Draft a Preliminary Thesis Statement—see page 13**

**Step 10: Modify/Refine your Thesis Statement**

**Don't be stifled by your original thesis!! Realize that your thesis should develop and change as you continue to research. ☺**

**Step 11: Outline Your Paper—see page 15**

*An outline helps to organize information and supporting data.*

- A. Write out your revised thesis on the top of the paper.
- B. Consider organizing your information in one of these ways:
  1. comparison
  2. examples
  3. chronological development
- C. Spread out your note cards in a logical sequence.
- D. Sort and arrange cards in the order you plan to use them.
- E. Use your note cards when typing your outline.

**Step 12: Write a Formal Annotated Bibliography—see page 17**

- A. At this point you should have most of your research done and can begin to compile your finalized bibliography with annotations.

**Step 13: Write a Preliminary Introduction—see page 18**

- A. Include a revised thesis statement that reflects developments in your thinking.

**Step 14: Drafts**

*Multiple drafts (not just two) result in a better final paper—see page 25*

- A. Write your first rough draft using your outline as a guide: footnotes are required.
- B. Revise, Revise, Revise!
  1. Check content, organization, and paragraphs.
  2. Make sure you supported your ideas with evidence.
    - a. If you have not adequately done this you need to gather more sources to ensure that you provide factual evidence.
  3. Be sure to note your sources and page-numbers as you write—it can be extremely frustrating to go back and find note cards and page numbers after you have written your draft!
  4. Check transitions: Do sentences and paragraphs flow smoothly?

**Be willing to revise your thesis statement as you redraft your paper**

- C. Check bibliography: Are all the sources used included in the bibliography? Are footnotes and bibliography in the required citation format?

**Step 15: Proofread your Drafts and Final Paper**

- A. Cross check your work with the Thesis Checklists.
- B. Check mechanics, spelling, and grammar.
- C. Make sure that your footnotes are in proper order and the information contained in the footnotes matches the information in the bibliography.

**Step 16: Turn In your Paper (Hooray!)**

- A. Check your final paper and packet contents with the checklist at the end of this book. See page 30 for How to Package Your Junior Thesis.
- B. Turn your paper into Turnitin.com.

## Tip Sheet for Selecting a Research Topic

<b>A Good Topic is Formed When:</b>	<b>Problematic Topics are Formed When:</b>
there is info available that you can support	there is only one scholarly source on your topic; you need more than one perspective (i.e. some pop culture topics only have one major work) You <b>need</b> documented responses (consumption, regulations, laws) to popular culture in order to prove it
data is available	it becomes a biography
your topic is specific	you retell the story
you have background knowledge on your topic	you focus on heroes and villains
there's something important at stake	you morally judge-morals can push you to an area but cannot be your thesis
you name a specific cases, people, events, legislation, etc.	your topic is overdone: major historical events
"how" does this happen—it's complex	you make only common sense connections
the topic is it important	your topic lacks context
there is tension	you write a report or an issue paper
there is surprise	
there is something that's unexpected	
there's personal connection to information/resources	scholar is so involved in material that s/he is unwilling to accept new information
found contradictions—dig deeper to understand what was going on	
you form a comparison of two people or events (no apple/steak comparison)	
when students have general knowledge about relevant context (i.e. Frances Scott Key-Would want to know about: War of 1812 and general history of early American music, American nationalism)	
you have patience, perseverance, & willingness to redefine topic	

## Using Primary Sources

**Primary sources** come from the time period of the historical topic. Consider the bias of the source. They may be one-sided and based on an individual's personal, limited perspective. They provide an immediate picture and reflect the attitudes, perspectives, and beliefs of the historical moments in which they were produced. Primary sources are in their original form and usually without any explanation or interpretation.

**Some examples of primary sources:**

- diaries and memoirs
- letters
- speech transcripts and recordings
- meeting minutes
- some newspaper articles\*
- some magazine articles\*
- oral history
- government data
- census data
- Supreme Court and other legal opinions
- the Congressional Record
- official documents (birth/death certificates, treaties, etc.)
- autobiographies
- raw statistics
- interviews
- press conferences
- editorial or political cartoons
- school yearbooks
- maps and charts
- architectural plans
- posters
- musical scores
- live performances
- paintings and photographs
- artifacts
- wills
- grocery lists

\* see next page for clarification

Keep in mind the way a writer *uses* the source is often what makes it a primary or secondary source. For example, a textbook written in the 1920s could very well serve as a primary source in research about changing trends in education. Likewise, a magazine article published about the causes of WWII during the 1950s could be a secondary source for a scholar researching WWII, but could also be a *primary* source for a scholar researching the 1950s.

## Using Secondary Sources

**Secondary sources** are frequently written by people who were not present when the event occurred. The best of these are written by scholars who have themselves carefully studied primary source material as well as other secondary sources and have drawn their own conclusions based on their research.

Secondary sources, as well as primary sources, may be biased, one-sided, and emotional. One type of source is not, by nature, more or less reliable than the other. Secondary sources are merely further removed from the action than primary sources. You must analyze and evaluate all the sources, primary and secondary, that you use.

### Examples of secondary sources

- general histories
- monographs (historical works on a single topic that are written by scholars)
- biographies
- encyclopedia articles
- dictionaries
- editorials
- textbooks
- journal articles (search for peer reviewed journals, not magazine articles)
- popular magazine articles (see next page for clarification)
- some newspaper articles\*
- some government documents
- most research sources used by students

### \*Newspaper articles

Newspapers often offer the most immediate published accounts of—and reaction to—historical events. There may be some difficulty in determining whether a particular newspaper article is a primary or a secondary source; the dividing line between the two can be unclear. Primary sources tend to stand on their own, while secondary sources are based on other sources. In general, if a newspaper reporter was an eyewitness to an event and wrote a first-hand account, then that article would be considered a *primary* source. Yet, if a newspaper reporter relies on eyewitnesses to provide details of an event, then that article is a *secondary* source. However, any direct quotation from eyewitnesses interviewed in that article would be considered primary source material embedded within a secondary source.

### **IMPORTANT: Be sure to find and use *scholarly* secondary sources.**

While they are indeed secondary sources, and may even be quite reliable, textbooks, encyclopedias and other topical sources (like many of those found on ABC-Clío or ProQuest) are not complex or long enough to provide the analytical sophistication to support rigorous research. Use shorter, more general secondary sources as starting points in your research, but also seek out monographs and longer, peer-reviewed articles.

## Creating Bibliography and Research Note Cards

### Bibliography Note Cards

- When creating bibliography note cards follow the example on page 12.
- Be sure to include all information necessary to write the bibliography in proper citation format.
- When using a website, be sure to include all pertinent information. Check the bibliography format.

### Research Note Cards

- When creating the note cards follow the example on page 12.
- There are three types of notes made on note cards:
  1. Paraphrasing the text—see page 20.
    - Put what you are reading into your own words
  2. Direct Quotation: Remember to use quotation marks
    - quote the text directly—copy word for word
    - quoting a source quoted within the text (be sure to identify the original source)
  3. Your own insight
    - label accordingly

## Example of Bibliography and Research Note Cards

### *Bibliography Card*

	Identification Letter ↓
Author	<b>Lash, Joseph, P.</b> <b>A</b>
Title	<u>Roosevelt and Churchill 1939-41.</u>
Publication & Copyright Date	New York: Praegar, 1976. (place of publication): (publisher), (copyright date).
Where did you find the source? (so you can find it again—i.e. call number, which library?)	973-62, Boston Public (Copley)

### *Note Card*

	Identification Letter ↓
Topic	<b>Atlantic Charter -- Goals</b> <b>A</b>
Notes	Roosevelt & Churchill discussed goals for post WWII era including, no territorial gain for victors, right of self-determination, global economic cooperation, disarmament of the aggressor nation, formation of the United Nations
Page Number(s)	435-6

## Developing a Thesis Statement

A thesis is your answer to an historical question that you will support with evidence from the research process. It is NOT an indisputable fact on its own. If you ask yourself, “What is the point of this paper?” your answer should resemble your essay’s thesis. Condense your central *argument* into a one-sentence thesis statement and include this sentence in the introduction of your essay. Everything you write should then develop around this clear thesis.

Although it makes sense to have an idea of what your thesis statement is before you begin writing, it is crucial to understand that developing a well-crafted thesis is a process and that *refining and revising that statement as you research and write* will help you discover what your essay is really about—what you want to say.

***Frequently during the writing and research process, your original thesis may no longer be as valid as you thought. Review and revise your thesis, if necessary, to reflect what you have learned.***

The guidelines below suggest how to evaluate and refine your thesis, while showcasing your ideas.

**When writing a thesis, bear in mind that a thesis must:**

- be provable through evidence
- specifically address the question asked
- be focused on one narrow topic
- reflect your position on an arguable issue

*The following was taken from The Writing Center at the University of North Carolina at Chapel Hill website:*

**How do I know if my thesis is strong?**

If there's time, run it by your instructor or go to the Social Studies Lab to get some feedback. Even if you do not have time to get advice elsewhere, you can do some thesis evaluation of your own. When reviewing your first draft and its working thesis, ask yourself the following:

- Do I answer the question? Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- Have I taken a position that others might challenge or oppose? If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- Is my thesis statement specific enough?
- Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful,” see if you could be more specific: why is something “good”; what specifically makes something “successful”? Does my thesis pass the “So what?” test? If a reader's first response is, “So what?” then you need to clarify, to forge a relationship, or to connect to a larger issue.
- Does my essay support my thesis specifically and without wandering? If your thesis and the body of your essay do not seem to go together, one of them has to change. It's o.k. to



change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.

- Does my thesis pass the “how and why?” test? If a reader’s first response is “how?” or “why?” your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

### Developing Your Thesis:

Suppose you are taking a course on 19th-century America, and the instructor hands out the following essay assignment: Compare and contrast the reasons why the North and South fought the Civil War. You turn on the computer and type out the following:

***The North and South fought the Civil War for many reasons, some of which were the same and some different.***

This weak thesis restates the question without providing any additional information. You will expand on this new information in the body of the essay, but it is important that the reader know where you are heading. A reader of this weak thesis might think, “What reasons? How are they the same? How are they different?” Ask yourself these same questions and begin to compare Northern and Southern attitudes (perhaps you first think, “The South believed slavery was right, and the North thought slavery was wrong”). Now, push your comparison toward an interpretation—why did one side think slavery was right and the other side think it was wrong? You look again at the evidence, and you decide that you are going to argue that the North believed slavery was immoral while the South believed it upheld the Southern way of life. You write:

***While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.***

Now you have a working thesis! Included in this working thesis is a reason for the war and some idea of how the two sides disagreed over this reason. As you write the essay, you will probably begin to characterize these differences more precisely, and your working thesis may start to seem too vague. Maybe you decide that both sides fought for moral reasons, and that they just focused on different moral issues. You end up revising the working thesis into a final thesis that really captures the argument in your paper:

***While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.***

Compare this to the original weak thesis. This final thesis presents a way of interpreting evidence that illuminates the significance of the question. Keep in mind that this is one of many possible interpretations of the Civil War—it is not the one and only right answer to the question. There isn’t one right answer; there are only strong and weak thesis statements and strong and weak uses of evidence.<sup>6</sup>

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<sup>6</sup> The Writing Center: University of North Carolina at Chapel Hill, “Thesis Statements,” <http://www.unc.edu/depts/wcweb/handouts/thesis.html> (accessed July 29, 2008).

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## Sample Outline

- I. Introduction
  - a. Raise the issue of the topic or problem that the paper will address
  - b. Conclude your introductory paragraph with your underlined thesis statement. For example:  
Gandhi's use of civil disobedience during the Salt March was far more effective than any weapon because it publicized the injustice of British colonial treatment, damaging their credibility on the world stage.
- II. Background of Great Britain in India.
  - a. Note: Since this is background information this should be limited to ONE paragraph.
- III. Purpose/Concept of Civil Disobedience.
  - a. Note: Since this is background information this should be limited to ONE paragraph.
- IV. The cause of the Salt March
  - a. Purpose of Section (will become your topic sentence)
  - b. Supporting historical evidence from your research
    - i. Relevant quotation if available
    - ii. Statistics
    - iii. Primary sources
    - iv. Fact/Event
  - c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?
- V. How Gandhi used civil disobedience to respond to violence during the Salt March.
  - a. Purpose of Section (will become your topic sentence)
  - b. Supporting historical evidence from your research
    - i. Relevant quotation if available
    - ii. Statistics
    - iii. Primary sources
    - iv. Fact/Event
  - c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?
- VI. How was the Salt March portrayed in the media?
  - a. Purpose of Section (will become your topic sentence)
  - b. Supporting historical evidence from your research
    - i. Relevant quotation if available
    - ii. Statistics
    - iii. Primary sources
    - iv. Fact/Event
  - c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?
- VII. How did political leaders from other countries respond to the Salt March?
  - a. Purpose of Section (will become your topic sentence)
  - b. Supporting historical evidence from your research
    - i. Relevant quotation if available
    - ii. Statistics

- iii. Primary sources
    - iv. Fact/Event
  - c. Analysis: Tie back to thesis. Ask yourself: “So What?” How does this section further your argument?
- VIII. Analysis: Tie together all of your sections. How do they collectively support your thesis?
- IX. Conclusion

# Writing an Annotated Bibliography

The information on this page was taken from the Cornell University Library<sup>7</sup>

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph: the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited.

## The Process

1. Format bibliographic information using the required citation style.

### Example

O'Connor, Francis V. The New Deal Art Projects: An Anthology of Memoirs. Washington D.C.: Smithsonian Institute Press, 1972.

Stavenitz, Alexander R. "The Therapy of Art." In Art for the Millions, ed. Francis V. O'Connor, 201-203. New York: New York Graphic Society Limited, 1973.

2. Write a concise annotation that summarizes the central theme and scope of the book or article. Include sentences that
  - a. evaluate the authority or background of the author
  - b. comment on the intended audience
  - c. compare or contrast this work with another you have cited
  - d. explain how or why this work is useful to your paper

3. Indicate primary sources with an asterisk (\*).

### Example

O'Connor, Francis V. The New Deal Art Projects: An Anthology of Memoirs. Washington D.C.: Smithsonian Institute Press, 1972.

This anthology had a great introduction, which was beneficial and aided me in getting a good perspective of the projects, but the memoirs were focused on just the FAP activity and New York. Since I already had Art of the Millions, which held memoirs from artists around the country, I chose to focus on the memoirs in that source. I trusted O'Connor, seeing as his compilations were mentioned in many of my other books. O'Connor comes from a background of being a professor, and he therefore writes very informative overarching introductions and chose good memoirs for his compilations.

\*Stavenitz, Alexander R. "The Therapy of Art." In Art for the Millions, ed. Francis V. O'Connor, 201-203. New York: New York Graphic Society Limited, 1973.

Stavenitz was a Russian immigrant who studied art in NY and St. Louis. He was particularly skilled in graphic arts. He was part of the FAP from 1935-1940, and pursued teaching on multiple occasions. This memoir was very helpful for it aided me in strengthening my argument relating art and therapy. Also, this memoir helped me further develop my arguments about art education. Stavenitz's honesty translated to eloquence in capturing his sentiments.

<sup>7</sup> Cornell University Library, "How to Prepare an Annotated Bibliography," <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what> (accessed July 28, 2008).

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## Writing the Introduction

When writing the introduction consider the following:

- Capture the reader's attention with a compelling beginning; find something interesting about your topic to grab the reader's attention
  - For example, when a student wrote a thesis about the impact of the Triangle Shirtwaist Factory fire on labor laws, the introduction started with a graphic account of young girls jumping out of the factory windows during the fire.
- Raise the issue or problem with which you are dealing. Bring up the question you are researching.
- Define and/or clarify terms that are important to an understanding of your thesis.
- Place your topic in the proper historical time period and context. Frame your unique point of view.
- Underline your thesis statement so that your teacher can, at a glance, see what you intend to argue in this paper. (Remember, your thesis must be developed fully in the body of your paper.)

***Your introduction is the first impression the reader gets of your paper. The reader should be excited and curious about reading your paper.***

When writing the introduction, AVOID:

- statements like: "I plan to prove in this paper..."; "This paper will show..."; "Throughout history..."
- personal pronouns such as "I," "you," "me," and "we;" your name is on the paper so it is assumed to represent your thinking
- indefinite words such as "seems," "appears," and "maybe." This will cause the reader to think that you are unsure of your position

## Writing the Body of the Research Paper

**Your paper is about furthering your thesis. Your argument will be convincing if you stay focused and draw from only the relevant evidence that supports your central thesis. A well-structured outline will greatly assist you in this process.**

When writing the paper:

- include only relevant data
- develop your thesis throughout the paper
- include background information to develop your topic
- explicitly connect all your ideas to the thesis
- think about your data and analyze what you have discovered

When writing the paper, AVOID:

- a narrative, e.g., telling all you know about something
- personal pronouns
- a patchwork of disconnected bits of information you have read
- relying on one source; your research should be drawn from across your bibliography
- having one source dominate or be used exclusively in a major section of your paper
- over generalization and unsupported claims
- writing in conversational tone

## Paraphrasing Correctly

One of the most difficult problems for students is learning how to correctly paraphrase. Paraphrasing involves a process by which you learn about a topic from a source, think about the main idea and how it fits into your thesis, and then write down your ideas using your own words. Then you cite the source from which you got the idea in the first place. It is wrong to merely rephrase somebody else's language. Paraphrasing involves a rethinking, reconsideration, and restructuring of new information as it adds to your evolving knowledge.

What follows is an original passage from Jung Chang's *Wild Swans*, a memoir that describes the chaos that resulted from the Chinese Cultural Revolution of the 1960s and 1970s. Following the original are examples of both incorrect and correct paraphrasing.

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### Original

"...There were no principles governing either the behavior of the people or the conduct of the Party. Corruption began to come back in a big way. Officials looked after their families and friends first. For fear of being beaten up, teachers gave all pupils top marks irrespective of the quality of their work. ...Dedication to public good was openly sneered at. Mao's Cultural Revolution had destroyed both Party discipline and civic morality."<sup>8</sup>

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### Version 1: Not Acceptable

*There were no rules guiding either the way the people behaved or the conduct of the Party. Corruption began to come back in a large way. Because they were afraid of being beaten up, teachers gave all pupils top marks regardless of the quality of their work. Dedication to public good was openly scorned. Mao's Cultural Revolution had ruined both Communist Party discipline and civic morality.*

Version 1 is an example of plagiarism and is not acceptable. The writer substitutes some words (principles to rules; irrespective to regardless), drops a sentence, and changes some sentence structure ("For fear of being beaten up" became "Because they were afraid of being beaten up"). Too much of the wording and sentence structure has been borrowed. There is no citation.

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<sup>8</sup> Jung Chang, *Wild Swans: Three Daughters of China* (New York: Simon & Schuster, 1991), 476.

### Version 2: Not Acceptable

*As Jung Chang points out, during the Cultural Revolution there were no principles that regulated the conduct of the party or the behavior of the people. Teachers acted out of fear, giving in to their students' desires for high marks regardless of the quality of their work. Former values such as the dedication to public good were sneered at. "Mao's Cultural Revolution had destroyed both Party discipline and civic morality."<sup>9</sup>*

Version 2 is an example of plagiarism and is not acceptable. This writer cites the source using a footnote and does acknowledge the indebtedness to the author, but this paraphrase also borrows too much of the original organization and wording.

### Version 3: Not Acceptable

*Mao's Cultural Revolution undermined the fabric of the Communist Party and Chinese society. There was no longer the idea of acting for the nation's good. Fear and self-interest were the driving forces behind people's behavior. Party officials placed personal self-interest over the common good. For example, teachers, rejecting party values, succumbed to the intimidation of their students and ignored academic standards. Corruption infiltrated all levels of the Party.*

Version 3 is an example of plagiarism and is not acceptable. The paraphrasing of words and sentence structure is fine, though the organization of information is too much like the original. Although the point that Mao is the leader of the Cultural Revolution is common knowledge, the original idea, that Mao was responsible for the destruction of civic morality, is not credited to the Cheng. Even where there is no direct use of borrowed language, credit still must be given for the author's ideas. This information must be cited.

### Version 4: Correctly Paraphrased

*Chang claims that Mao's Cultural Revolution eroded political discipline and public morality. Mao intended during this period to restore what he regarded as the pure values of Chinese Communism but failed to do so. "There were," Chang argues, "no principles governing either the behavior of the people or the conduct of the Party."<sup>10</sup> She continues to explain that political patronage was rampant, as was grade inflation at universities. People were out for themselves or were ridiculed for their naiveté. People's actions were based more on fear than on ethics.<sup>11</sup>*

Version 4 contains no plagiarism and is acceptable. The student acknowledges the author's original ideas and properly cites information. The paraphrasing is appropriate. Note that the author uses footnotes with the quotation and with non-quoted, paraphrased information. The entire paragraph is not covered in one footnote because the information about Mao's "goal of restoring the pure values of Chinese Communism" is not from Chang's original.

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<sup>9</sup> Chang, *Wild Swans*, 476.

<sup>10</sup> Chang, *Wild Swans*, 476.

<sup>11</sup> Chang, *Wild Swans*, 476.



## Using Evidence to Support Your Ideas

Every time you present an argument in support of your thesis, you need to ask yourself, “Why should the reader believe this argument?” The reader will not believe your arguments unless you present supporting evidence.

Not all evidence is equal; some evidence will support your arguments better than other evidence. Also remember that not all evidence you encounter will be reliable—you have to exercise judgment. Here are some tips on choosing the strongest evidence in support of your arguments, with examples and explanations.

### **Evidence that is specific is better than evidence that is general or vague.**

*Example 1: One reason that President Andrew Jackson favored the rights of white settlers over the rights of Native Americans was because of his background.*

*Example 2: One reason that President Andrew Jackson favored the rights of white settlers over the rights of Native Americans was because of his background as an Indian fighter.*

In Example 2, the writer improves her argument by giving a specific example of Jackson’s background.

### **It is necessary to explain the significance of the evidence and its connection to the argument.**

*Example 3: One reason that President Andrew Jackson favored the rights of white settlers over the rights of Native Americans was because of his background as an Indian fighter. President Jackson’s national popularity was derived in part from his image as a victorious fighter against the Seminole and Creek Indians. If he supported the Native Americans, he would risk losing the popular support that helped elect him as President.*

In Example 3, the writer improves her argument by explaining the connection between Jackson’s background as an Indian fighter and his favoritism of white settlers. The writer points out that Jackson’s popularity with the white settlers was based in part on his Indian fighting successes. By favoring the white settlers over the Indians, he maintained his popularity.

### Multiple pieces of evidence will strengthen the argument.

*Example 4: One reason that President Andrew Jackson favored the rights of white settlers over the rights of Native Americans was because of his background as an Indian fighter and as a land speculator. President Jackson's national popularity was derived in part from his image as a victorious fighter against the Seminole and Creek Indians. If he supported the Native Americans, he would risk losing the popular support that helped elect him as President. Also, Jackson's personal wealth was based in part on selling land to frontier settlers for a substantial profit. President Jackson understood the value of land; by making fertile Native American land open for white settlement, he could further his popularity and wealth.*

In Example 4, the writer gives a second piece of evidence from Jackson's background in support of her argument and, once again, explains the significance of the evidence. The argument is now twice as strong as in Example 3.

### Using primary sources and statistics will reinforce the evidence.

*Example 5: President Jackson's national popularity was derived in part from his image as a victorious fighter against the Seminole and Creek Indians. If he supported the Native Americans, he would risk losing the popular support that helped elect him as President. Also, Jackson's personal wealth was based in part on selling land to frontier settlers for a substantial profit. President Jackson understood the value of land; by making fertile Native American land open for white settlement, he could further his popularity. A comparison of 1828 and 1832 presidential election results reveals an increase in Jackson's popularity in the states from which Native Americans were removed and land was sold cheaply to farmers. Jackson's percentage share of the popular vote increased in each of the following states: Alabama (89.9% to 100.0%), Georgia (96.8% to 100.0%), Louisiana (53.0% to 61.7%), Mississippi (81.1% to 100.0%), and Tennessee (95.2% to 95.4%).<sup>12</sup> President Jackson's favoring of the rights of white settlers over the rights of Native Americans bolstered his political support across the South.*

In Example 5, the writer's use of Presidential election voting statistics supports her claim that Jackson's support of the rights of white settlers over Native Americans was politically motivated. The writer has now provided multiple and strong pieces of evidence to back up the claims she made in her thesis.

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<sup>12</sup> David Leif, "David Leif's Atlas of U.S. Presidential Elections" (revised 2004), <http://www.uselectionsatlas.org> (accessed June 18, 2007).

# Writing the Conclusion

## When writing the conclusion:

- restate your thesis, but use different wording than you used in your introduction
- stay focused on the central theme of your paper
- understand that your conclusion is your final chance to frame your essential ideas in a brief, convincing way in order to:
  - a. pull together the strands of your argument
  - b. summarize connections
  - c. reflect upon what you have developed in your paper and have learned as a result of your research

**Remember that this is your chance to end on a strong note, reinforcing the arguments you have put forth in this paper and making clear to the reader why they should care about what you wrote!**

*The following was taken from The Writing Center at the University of North Carolina at Chapel Hill website.*

## Strategy for writing an effective conclusion

The following strategy may help you write an effective conclusion:

Play the “So What” Game. If you're stuck and feel like your conclusion isn't saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, “So what?” or “Why should anybody care?” Then ponder that question and answer it. Here's how it might go:

**You:** Basically, I'm just saying that education was important to Douglass.

**Friend:** So what?

**You:** Well, it was important because it was a key to him feeling like a free and equal citizen.

**Friend:** Why should anybody care?

**You:** That's important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally. <sup>13</sup>

## When writing the conclusion, AVOID:

- simply restating your introduction. If your conclusion is merely an echo of your introduction, your reader will suspect that you have not sufficiently supported your thesis
- simply summarizing the main points of your paper
- introducing new arguments, evidence, or thesis
- theorizing about implications of your research when you have no evidence in the body of your paper for those ideas

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<sup>13</sup> The Writing Center: University of North Carolina at Chapel Hill, “Conclusions,” <http://www.unc.edu/depts/wcweb/handouts/conclusions.html> (accessed July 29, 2008).

## Revising and Proof Reading the Rough Draft

### Title

- ☐ Have I chosen a creative title that represents the central point, not just the topic, of my paper?

### Introduction

- ☐ Do I clearly state the issue?
- ☐ Do I state my thesis clearly?
- ☐ Does my thesis give a clear and specific point of view?
- ☐ Do I prepare my reader to understand what my thesis statement says?

### Body of the Paper

- ☐ Do I refer explicitly back to my thesis in many places?
- ☐ Do I include my unique analysis/conclusions?
- ☐ Do I present adequate background information so that the reader can understand how my subject matter fits into a historical setting?
- ☐ Do I support my thesis with credible and balanced research?
- ☐ Do I avoid hypothetical and conditional claims? (If . . . then, would have, could have, etc.)
- ☐ Is my information relevant to the development of my thesis?
- ☐ Do I explain the significance of my evidence for the reader?
- ☐ Do I interpret my evidence as I write?
- ☐ Are my facts accurate?
- ☐ Do I organize my ideas logically?
- ☐ Do I use dates and other chronology clues (“meanwhile,” “decades earlier”) to help my reader follow my argument?
- ☐ Do I provide enough information to come to closure on my topic?

### Conclusion

- ☐ Do I restate and assess the significance of my thesis without introducing new material?

### Proofreading

- ☐ Do I write in a readable, grammatically correct fashion?
- ☐ Have I checked for spelling errors?
- ☐ Do I avoid using contractions?
- ☐ Does my paper have sound sentence structure?
- ☐ Do I have correct punctuation and capitalization?
- ☐ Is my writing in the past tense and 3<sup>rd</sup> person?
- ☐ Do I use active (rather than passive) voice?
- ☐ Do I use parallel sentence structure?
- ☐ Do I use smooth transitions (words, phrases, sentences or paragraphs) to connect ideas between sentences and paragraphs?
- ☐ Have I used appropriate words choice (i.e., no informal language)?

## Citing and Documenting Sources

Citation and documentation of sources recognize the writer's indebtedness to others in the creation of a research paper.

### When and What to Cite

In general, citations are used:

- when quoting any source's actual words
- when using a person or source's ideas, opinion, or theories—even if completely paraphrased in your own words
- whenever you use statistics and other unique illustrative material that is the result of others' research and work
- to bolster your reader's confidence in the quality of your research and the reliability of your claims and information

Citations should **NOT** be used for:

- facts that are well known and undisputed

### How to Document Sources . . . FOOTNOTES!

Document sources as you write. Insert footnotes wherever you incorporate another person's words, special facts, or ideas.

- Each source you include in a footnote must also appear on your bibliography.
- Typically, the footnote should be placed just after the concluding punctuation of the sentence that contains the material you need to cite.

# Footnote Guidelines

## Placement of Footnotes

Use the automated footnoting option on your word processing program. Start by clicking on the point immediately after the text you need to cite. In **Microsoft Word** go to “Insert” and click on “Footnote.” Keep default settings and click “OK.” This will insert a raised numeral called a superscript. **Remember:** Footnotes always come *after* the punctuation marks except for a dash! (Note that in Word you can only insert footnotes if you select “Page Layout” under the “View” option)

The best placement of the number is at the end of a sentence. If that would cause confusion or inaccuracy, place the footnote at the end of the clause that refers directly to the cited material. The examples given below demonstrate correct and incorrect placement of the superscript.

Incorrect	Robert Heilbroner explains that “the profit motive as we know it is only as old as ‘modern man.’ <sup>14</sup> ”
Correct	Robert Heilbroner explains that “the profit motive as we know it is only as old as ‘modern man.’” <sup>14</sup>
Incorrect	“The profit motive as we know it is only as old as ‘modern man,’” <sup>14</sup> according to Robert Heilbroner.
Correct	“The profit motive as we know it is only as old as ‘modern man,’” according to Robert Heilbroner. <sup>14</sup>
Incorrect	“The profit motive as we know it is only as old as ‘modern man’”— <sup>14</sup> ancient civilizations did not have that concept.
Correct	“The profit motive as we know it is only as old as ‘modern man’” <sup>14</sup> — ancient civilizations ...

## Numbering of Footnotes

- Footnotes are **ALWAYS** numbered consecutively within a paper. Use the default settings in your word processing program and you should not encounter a problem.
- Remember to use shortened footnotes for *Subsequent References*.
- Consult the Websites for Research and Writing page for links to Chicago Style footnotes. See page 31.

<sup>14</sup> Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*, 4<sup>th</sup> ed. (New York: Simon and Schuster, Touchstone Books, 1972), 22.

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## • Example of Footnotes and Explanatory Notes

When President George W. Bush sought reauthorization of the Patriot Act in 2005, he faced a tough battle in the United States Senate. Although the House of Representatives voted to reauthorize the Patriot Act, certain senators used the technique of a filibuster to block a vote on the Patriot Act's reauthorization.<sup>15</sup> In reaction, President Bush gave a speech in which he excoriated his opponents.

“...[K]ey provisions of this law are set to expire in two weeks. The terrorist threat to our country will not expire in two weeks. The terrorists want to attack America again, and inflict even greater damage than they did on September the 11th. Congress has a responsibility to ensure that law enforcement and intelligence officials have the tools they need to protect the American people. The House of Representatives passed reauthorization of the Patriot Act. Yet a minority of senators filibustered to block the renewal of the Patriot Act when it came up for a vote yesterday. That decision is irresponsible, and it endangers the lives of our citizens. The senators who are filibustering must stop their delaying tactics, and the Senate must vote to reauthorize the Patriot Act. In the war on terror, we cannot afford to be without this law for a single moment.”<sup>16</sup>

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<sup>15</sup> There are two main types of footnotes: **explanatory** and **reference**. For explanatory notes, simply type what you want the note to say. For example, you might want to explain what a filibuster is and that it is infrequently used. If you do that, you will need to cite to the source in which you found your explanation. *Why not put this information in your text?* Maybe it isn't important enough or breaks up your main argument too much. It is a judgment call that you make.

<sup>16</sup> George W. Bush, “President Urges Senate to Reauthorize Patriot Act and Pass Defense Bill,” President's Radio Address, 31 December 2005, <http://www.whitehouse.gov/news/releases/2005/12/20051217.html>  
*All quotes need to be cited and should be placed in context; don't just insert and expect it to speak for itself. This quote probably could be edited down to its essence. Usually you don't put in a lengthy quote. Don't forget to indent if your quotation is more than 3 lines.*

## Bibliography Format

- Start a new page for your bibliography.
- Alphabetize according to the author's last name or, if not available, the first word of the title, excluding *a*, *and*, or *the*.
- Indent second and subsequent lines 5 spaces (or ½ inch). (This is called a “hanging indent.”)
- When you have two or more works by the same author, alphabetize entries by the first word in the title (excluding articles). Entries after the first begin with three hyphens positioned at the left margin followed by a period and one space.
- Entries are single-spaced, but skip a line between each entry.
- Proofread for proper citation format and punctuation. (Watch out for end punctuation!)
- Do not number or letter your bibliography!

*This is what a bibliography page should look like.*





## Useful Websites for Research and Writing

### Web Page Evaluation

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

### Research & Writing Resources

Links to Various College/University Writing Centers

<http://www.wisc.edu/writing/AboutUs/Links.html#Internet>

The Writing Center at the University of North Carolina at Chapel Hill

<http://www.unc.edu/depts/wcweb/handouts/index.html>

The Owl at Purdue University

<http://owl.english.purdue.edu/owl/resource/677/01/>

*Elements of Style Writing Guide*—by William Strunk, Jr.

<http://www.bartleby.com/141/index.html>

### Formatting Citations & Citation Generators

Automatic citation format & more

<http://www.bibme.org/>

<http://citationmachine.net/>